



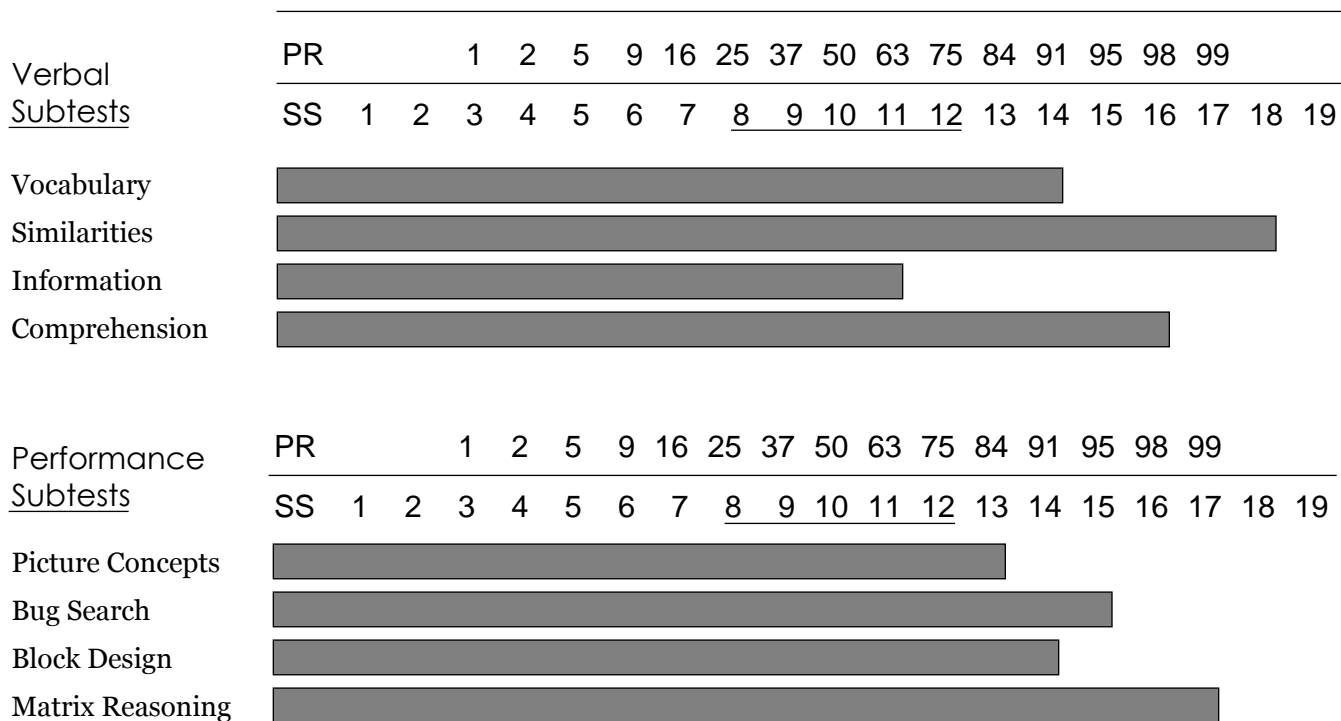
ECAA EARLY CHILDHOOD ADMISSION ASSESSMENT

Student: [REDACTED]
 Entering: K
 Sex: [REDACTED]
 School: [REDACTED]

Test Date: [REDACTED]
 Birth: [REDACTED]
 Age: [REDACTED]

Subtests from: WPPSI-IV
 Examiner: [REDACTED]
 Reviewer: [REDACTED]

The Verbal subtests measure verbal comprehension and reflect skill in reasoning with words, learning verbal material, and processing verbal information. The Performance subtests measure visual motor skills and reflect skill in nonverbal reasoning and processing visual information.



Percentile Rank (PR) is a number from 1 to 99 that shows how the student's test score compares to test scores earned by children in the U. S. population. For example, a subtest scaled score (SS) of 11 has an equivalent percentile rank of 63, which means that the student performed as well or better than 63 percent of a sample of children.

This assessment is not utilized for any diagnostic purposes whatsoever. It is conducted in English because our member schools' classes are taught in English. It is conducted solely to provide ERB member schools with additional information as they consider your student as a candidate for admission to their unique educational program.

The results should be considered in conjunction with information gained from school records, parents, teachers and interviews.

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Information on test-taking behavior frequently illuminates inconsistencies in test performance and aids in judging how accurately the test results describe the student's abilities.

COMFORT LEVEL/SELF-CONFIDENCE:

[REDACTED] entered the testing room somewhat shy, but quickly warmed up and built rapport with the examiner. She was happy to share her knowledge and did so with confidence.

UNDERSTANDING OF TEST DIRECTIONS/TASKS:

Easily grasped the objectives of each task. [REDACTED] listened closely to instructions and followed through properly. At times, [REDACTED] understood what to do without the examiner's instructions, and she was eager to begin the task.

LANGUAGE SKILLS:

Expressive skills were above average. [REDACTED] was able to define words accurately and to the point. She described relationships between items and concepts with exceptional strength. She earned full credit on most items, with only an occasional query. [REDACTED] answered questions about her environment and geography, among other subjects. Her breadth of general knowledge was in the upper limits of the average range. [REDACTED] demonstrated exceptionally strong common sense and social awareness as she answered questions about conventional standards of behavior. She responded nicely to queries by offering more information that earned additional credit.

VISUAL MOTOR SKILLS:

[REDACTED] scanned two rows of pictures and chose matches based on classification, usage or an abstract relationship. Her non-verbal categorical reasoning fell in the above average range. She especially enjoyed using an ink dauber to stamp images of insects that matched a target image. She worked diligently, demonstrating above average perceptual speed. She arranged blocks to look like a modeled or pictured design. [REDACTED] expressed that certain items were difficult, but, with minimal encouragement, she put in great effort to complete the task. Her ability to analyze and synthesize patterns was above average. [REDACTED] also analyzed incomplete patterns and chose the missing piece from amongst several response options. Her visual sequencing skills were above average.

WORK TRAITS/MOTIVATION:

Throughout the sub-tests, [REDACTED] provided her answers with confidence. She usually answered at a quick pace, but took time to think about her responses as items became more difficult. She was engaged and interested in test items. She worked hard and maintained excellent concentration and motivation throughout. [REDACTED] attempted every question asked of her, even as items increased in difficulty.

CONTRIBUTING FACTORS:

Toward the end of testing, on Matrix Reasoning, [REDACTED] appeared to become slightly fatigued; she still put in great effort and completed the task with an exceptionally strong score. Due to bilingual language background, all scores should be interpreted with caution as they may modestly estimate skill levels.

OVERALL IMPRESSIONS:

Sweet-natured and astute, [REDACTED] demonstrated superb abilities in both the verbal and non-verbal domains. Her ability to perceive and express relationships was a particularly noteworthy skill. It was a pleasure to work with [REDACTED]!



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	<u>Raw Score</u>	<u>Scaled</u>
Picture Concepts	13	13
Bug Search	32	15
Block Design	22	14
Matrix Reasoning	21	17
Vocabulary	25	14
Similarities	36	18
Information	19	11
Comprehension	28	16
	<u>Sums of Scaled Scores</u>	<u>Percentile Rank</u>
Performance	59	99
Verbal	59	98
Full Scale	118	99